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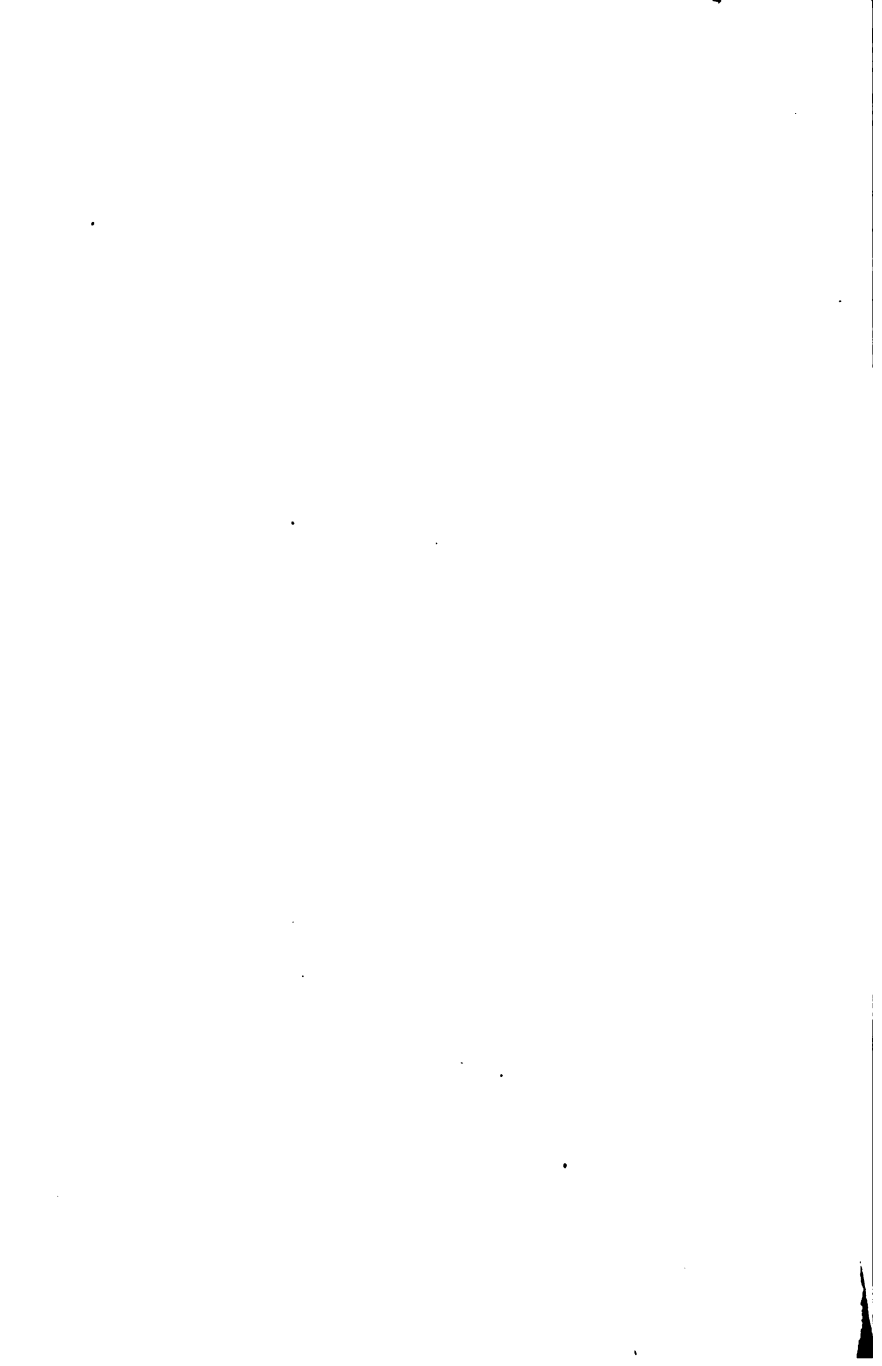
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THE CONTINENTAL READERS

THE
CONTINENTAL
FIRST READER

BY

WILLIAM A. CAMPBELL

AUTHOR OF "READING SPELLERS," "CLASS RECORDS," "COMBINATION BLANKS,"
"DIARIES," ETC., ETC



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❖SUGGESTIONS❖

TO THE TEACHER.

How do children learn to read?

Is there any fixed, absolute way along which they must travel day after day to learn their mother-tongue?

The capability of child-mind to receive impressions reduces any answer of the most experienced teacher to simply this:

"I don't know."

In this day, when the discussion of "Methods" extends almost to a "craze," there is danger that the freedom, power, and tact of young teachers will be lessened as they cling to this or that particular "Method."

Experience clearly demonstrates that a child does not learn to read by either the "Sentence," the "Word," or the "Phonic Method," alone.

Any one method pursued by itself, retards the progress, and distorts the development, of the child.

No method is complete that does not include both—

ANALYSIS AND SYNTHESIS.

It is natural to the mind to separate wholes into parts, and to combine parts into wholes.

Children must be trained to separate both the spoken-word, and the written-word into the sounds and letters of which they may be composed.

But this alone is only half-teaching, for the process must be reversed to obtain the best results.

Children must be permitted to combine letters and sounds so as to form new words. And this exercise should be continued long after the elementary sounds and the names of the letters are known.

Though it is natural with young minds to proceed first from the whole to the parts, yet after a limited stock of words has been learned, the two methods should be used simultaneously.

WORD METHOD.

The *first lessons* in this book are presented according to the "Word Method," aided by pictures.

The special reasons for adopting this method in the *beginning*, in preference to the others, are:

1st. It is the natural method. Children use words in talking, not the individual sounds; hence, it is better to give the written-word as a picture of the sound-word.

2d. It enables the teacher to associate the names of objects and their qualities, with the objects themselves, or their pictures.

3d. It has more interest for the learner. Children never enter into the spirit of learning the meaningless and arbitrary forms *a, b, c*, etc., but the words *boy, ball, doll*, are full of interest for them.

4th. It furnishes the pupils a stock of words, by sound and form.

PHONICS.

The diacritical marks are not used in marking the "New Words," for at this period the sound of each new word must be learned by imitation.

The children must be made acquainted with the variety, form, and use of this notation. To this end there are arranged—

GROUPS OF WORDS FOR COMPARING SOUNDS.

These lists of words have been carefully selected from the number of words already learned. They will afford the pupil a key to the pronunciation of other words.

CONTRASTED WORDS.

In the introductory lessons quality-words are contrasted with one another. Only a few words have been given to indicate how this practice may be made beneficial. The teacher, by extending these lessons, will quicken the sense-perception of the children, and add to their fluency of expression.

IDIOMS.

These lessons found on pages 35-36, 47, illustrate some of the peculiar forms of our language. They are given as a suggestion to the teacher. The language of childhood is brimful of these "Idioms." They furnish material for excellent blackboard work.

SCRIPT.

The real test of a child's knowledge of the written-word is his ability to write it. Therefore, he should receive early and constant practice in script-work, and in copying. The amount of script in this reader is greater than in any other book of its grade.

The ruling, or staff, is continued to accustom the pupil to the relative heights and spacing of the letters. In the first half of the book, the Roman and Script text are placed near together, to aid the pupil in reading script and to assist him in transcribing Roman into Script, and *vice versa*.

LANGUAGE LESSONS AND WORD BUILDING.

At this stage, too much attention cannot be given to placing correct forms before pupils. Their conversations and written exercises are usually very much marred by the wrong use of "*Plurals*," "*Pro-nouns*," "*Idioms*," "*Capitals*," and of "*Words*" of same sound but different spelling. Simple exercises have been arranged under these headings, only to show the pupil how these things should be; no reasons have been, nor should be given.

NEW WORDS.

All new words are placed at the head of each lesson. An observation of these lists will show how slow and careful is the grading, and how frequent is the reiteration in the reading lessons.

SPELLING AND READING REVIEWS.

These "Spelling Reviews" contain all the new words of the preceding lessons. The sounds of the letters are indicated by Webster's notation. The silent letters are also marked. Pupils should have frequent drill in pronouncing these words, and in placing the diacritical marks, that are given in the "Groups of Words for Comparing Sounds." The "Reading Reviews" furnish additional reading matter.

FABLES AND SHORT STORIES.

Many fables, and short stories of animals and men, have been introduced. These are given in the same language that children use at play. It has been a matter of experience that children tire of reading about "dolls," "balls," "cats," "hoops," etc., every day in school, because their pastime out of school is spent with these objects. They enjoy variety.

❖ ALPHABETS. ❖



a A b B c C



d D e E f F



g G h H i I



j J k K l L



m M n N o O



p P q Q r R



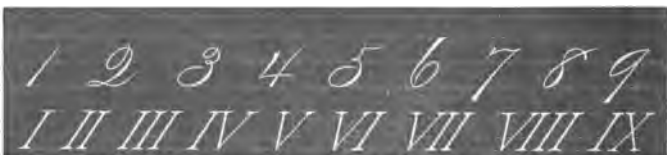
s S t T u U



v V w W x X



y Y z Z &



1 2 3 4 5 6 7 8 9

FIRST READER

LESSON I.



boy
a boy

girl
a girl

a boy

a girl

LESSON II.



dog

a dog

It is,

It is a dog.

It is a dog.

LESSON III.

cat

the cat

Is it?



Is it the cat?

Is it the cat?

LESSON IV.



ball
the ball
the big ball

Is it the big ball?

The ball is big.

The ball is big.

LESSON V.

top
the top
the little top



Is it the little top?

The top is little.

The top is little.

LESSON VI.



doll

the doll

the white doll

Is the doll white?

The doll is white.

The doll is white.

LESSON VII.

hat

a black hat

has



The hat is black.

Has the doll a hat?

The doll has a black hat.

The doll has a hat.

LESSON VIII.



ba'by
a good ba'by
This is,

This is a ba'by.

This is a good ba'by.

This is a good baby.

LESSON IX.

ba'by
a bad ba'by
Is this?



This is a baby.

Is this a good baby?

This is a bad baby.

This is a bad baby.

LESSON X.



tree
 a high tree
 high

This is a tree.
 This tree is high.

This tree is high.

LESSON XI.

man
 a tall man
 tall

This is a man.
 This man is tall.



This man is tall.

LESSON XII.



in  on
 the rat the trap the box

The box is high.

The trap is big.

The rat is in the trap.

The trap is on the box.

The trap is on the box.

LESSON XIII.

1.

This is a dog.

Is the dog big?

The dog is big.

Is this a cat?

It is a cat.

This cat is black.

2.

The ball is big.

Has the boy a ball?

The boy has a top.

Has the girl a doll?

The doll is little.

Is the doll white?

3.

The hat is black.

The girl has a hat.

Has the doll a black hat?

The baby is good.

The bad baby has a doll.

Is the tree high?

LESSON XIV.

dōg	dōll	It	ā
eāt	gōod	Is	bād
tōp	bōx	In	this
bīg	hās	ōn	gīrl
ball	tree	rāt	boy
high	thē	trāp	white
mān	hāt	tal	blāck
lit'tle		bā'by	

1.

GROUPS OF WORDS FOR COMPARING SOUNDS.

ă	ǒ	ĩ
cat	on	it
hat	box	in
rat	top	big

The girl has a doll.

LESSON XV.



boot boots
are
an old boot

The boot is old.
Are the boots old?
The boots are old.

The boots are old.

LESSON XVI.

shoe shoes
are
new shoes

The shoe is new.
Are the shoes new?
The shoes are new.



The shoes are new.

LESSON XVII.

sled

red

and



Frank

Frank's sled

The boy has a sled.

A girl is on the sled.

This boy is Frank.

Frank's sled is big and red.

This boy is Frank.

LESSON XVIII.

1.

ax

This is

a dull ax.

The ax is dull.

The axes are dull.

knife

2.



This is

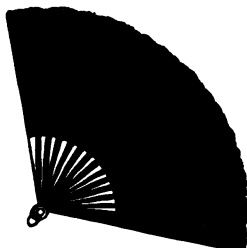
a sharp knife.

The knife is sharp.

The knives are sharp.

fan

3.



The girl has

a red fan.

The girls have red fans.

The girl's fan is red.

LESSON XIX.

kite

1.



The boy has a large kite.

The boys have large kites.

The boy's kite is large.

pig

2.



1

Can I see one pig?

I can see one pig.

The boy can see one pig.

bees

3.



2

Can you see two bees?

You can see two bees.

The girl can see one bee.

LESSON XX.

eggs

1.



3

Can the girl get three eggs?
She can get two eggs.
The man has three eggs.

birds

2.



4

Can the boy kill four birds?
He can kill four birds.

hens

3.



5

Will the man buy five hens?
He will buy five hens.

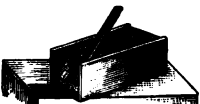
This man is tall.

LESSON XXI.

The  has a .

Has the  a  ? Yes.

Can the  see the  ?

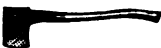
The  is on the .

A  is in the .

An old  is on the .

The  are in the



Is the  dull? No.

The  is sharp.

Are the birds in the ?

The are in the tree.

Has a new ?

Frank . . . a . . . sled.

2.

GROUPS OF WORDS FOR COMPARING SOUNDS.

ě	ů	а
hen	dull	all
red	us	tall
sled	up	ball

LESSON XXII.

1.

The shoe is new.

The shoes are new.

The boot is old.

The boots are old.

The boy's boot is black.

The boy's boots are black.

2.

The girl has new shoes.

The girls have new shoes.

Has the boy old boots?

Have the boys old boots?

The boy's sled is red.

The girl's doll is white.

3.

I have a knife.

Have the boys two knives?

The boys have four knives.

The girl's knife is sharp.

The man's ax is dull.

Can the man get the ax?

LESSON XXIII.

1.

Can you see the eggs?

Three eggs are in the box.

Can the girl get the eggs?

She can get one.

Will the man buy the eggs?

Yes, the tall man will buy eggs.

2.

Is the man high?

No, the man is tall.

Can the man get the hens?

He will buy the five hens.

The hens are in the box.

The girl has a hen and a fan.

3.

Frank has a new sled.

Frank's sled is red and large.

He has a little girl on his sled.

This nice little girl has a knife.

This girl will buy a white fan.

The man has four white fans.

LESSON XXIV.

I	see	one	būy
kītə	eăn	(wŭn)	ěgg
pīg	yot	twō	lārgə
bee	gēt	three	hāvə
kīl	hē	fōʊr	bīrd
wīl	shē	fivə	hēn
boōt	ārə	ōld	ānd
fān	slēd	new (nū)	ān
yēs	rēd	dūll	ăx
Frānk	nō	shārp	knīfə

A LANGUAGE LESSON.

kite	boot	hen	Frank
kites	boots	hens	Frank's
pig	fan	shoe	girl
pigs	fans	shoes	girls
bee	egg	ax	girl's
bees	eggs	axes	boy
trap	bird	knife	boys
traps	birds	knives	boy's

SLATE WORK.

The tree is high.

The tree is high.

I see four eggs.

I see four eggs.

The knife is sharp.

The knife is sharp.

The boy has a kite.

The boy has a kite.

The eggs are large.

The eggs are large.

NEW WORDS.

Ned name cane hand
his head



This is a tall boy.

His name is Ned.

Ned's hat is on his head.

He has a cane in his hand.

Ned is a good boy.

This boy is tall.

NEW WORDS.

plays holds paws throw
with round



See this boy and his dog.
The dog plays with a ball.
Is the ball round? Yes.
The boy's hat is in his hand.
Can the dog throw the ball?
No, he holds it in his paws.

The ball is round.

NEW WORDS.

book lap do Tom
her May



Do you see this boy and girl?

Yes, I do. Tom has a book
in his hand. This little girl's
name is May.

May has a new doll.

The doll is in her lap.

She fans her doll.

NEW WORDS.

make spin fast like
how to



Tom has a new top.
Will he spin it?
O yes, he will make it spin!
See how fast it spins!
Tom likes to play with his top.
Can you spin a top? Yes.

Can you spin a top?

REVIEW LESSONS.

1.

This tall boy is Ned. He can run fast. Can you see his new cane? He holds it in his hand. He has a large kite and a little knife. How old is Ned?

2.

Will Ned get new shoes? No, he will buy new boots. See, the dog plays ball with the boy. Frank, do you like dogs? Yes, I like little white dogs. Ned throws the ball, and the dog gets it.

3.

Do Ned and the dog have hats on? Ned has his hat in his hand; the dog has no hat. Tom and May like to play. Tom has a book, a ball, and a top.

REVIEW LESSONS.

1.

May has a doll and a fan. Her fan is a new one; it is black and red. Her doll has a big round head. She fans her doll like a baby. May plays with her doll, and Tom spins his top.

2.

Tom's top is a good one. He throws his top to make it spin. How fast it spins! It spins round and round. Boys, do you have tops to spin? Girls, do you have dolls to fan?

A LANGUAGE LESSON.

is	The boy is tall.
are	The boys are tall.
has	The boy has boots.
have	The boys have boots.

REVIEW FOR SPELLING.

hĩş	Māy	round	tō
spĩn	Māy's	thrōw	dō
wĩth	nāmē	hōldş	lăp
lĩkēs	hēăd	făst	hēr
Tōm	how	eānē	mākē
Nēd	bōōk	pawş	plāyş

3.

GROUPS OF WORDS FOR COMPARING SOUNDS.

ā	ī	ō
May play name cane	kite white knife high	no old hold throw

SLATE WORK.

He will get boots.

Will you buy it?

SLATE EXERCISE.

Her name is May.

Her name is May.

Ned has a book.

Ned has a book.

The dog holds a ball.

The dog holds a ball.

Tom has a new top.

Tom has a new top.

4.

GROUPS OF WORDS FOR COMPARING SOUNDS.

ē	ä	o
he	are	do
she	large	to
me	sharp	who

IDIOMS.*

1.

Is this ?

This is

my

Is this — cane ?

your

This is — cane.

my

Is this — book ?

your

This is — book.

2.

that

Is that ?

That

That is

his

Is that Tom's horse ?

That is — horse.

her

Is that May's doll ?

That is — doll.

* Children should be very early made familiar with these idioms, because they enter frequently into their conversations and occur very often in their reading lessons. These idioms may be used with all the "picture" and name words that the children have already learned. The broadest, the quickest, and the best results will be obtained in the use of language by presenting these lessons upon the black-board.

IDIOMS.

1.

these Are these ?

These These are

our Are these — hens ?

Ned's These are — hens.

our Are these — birds ?

May's These are — birds.

2.

those Are those ?

Those Those are

Are those girls' fans ?

their Those are — fans.

they Are — large and red ?

They — are large and red.

3.

Who Who will buy a knife ?

Whose Whose horse has Tom ?

When When can you play ?

Where Where is the ax ?

we Where will we go ?

NEW WORDS.

catch think not Will
as ver'y eat



Will, can the cat catch the rat?

Yes, May; the cat can run very fast. The rat can not run as fast as the cat.

Will, do you think the cat will kill and eat the rat?

No, the cat will not kill the rat; she will play with it.

NEW WORDS.

take	gray	let	more
them	too	nest	man'y



See the rat take an egg!

The egg is white, and the
rat is gray.

Do rats eat eggs? They
like eggs.

The nest has more eggs in it.
Will the rat take them too?

No, the dog will not let the rat take them.

How many eggs in the nest?

Do rats eat eggs?

LESSON XXXVIII.

NEW WORDS.

fly ten chicks feed
me gave sister



This hen has ten chicks.
How fast they can run!

Can these little chicks fly?

No, they can not fly.

We will feed them. See them eat. This is my hen. My sister gave her to me.

We will feed them.

The cat can run fast.

5.

REVIEW OF SOUNDS.

Select and Mark these Sounds—ă, ě, ı, ȳ, ů.

it	box	dull	sled
doll	big	dog	and
when	has	this	in
black	spin	hen	head
with	Ned	his	can
man	trap	Tom	yes

NEW WORDS.

him	mane	oats	if
ride	wild	nice	horse



Frank has a nice horse.
His horse has a black mane.
He makes his horse run.
He feeds him with oats.
Tom, can you ride a horse?
Yes, Ned, I can, if the horse
is not too wild.
Let me ride your horse.

REVIEW LESSONS.

1.

We have a very large cat.
She can run as fast as the dog.
I think she can catch and
kill as many rats as the dog.
I saw her catch a bird.
She likes to play with rats.

2.

I saw a large rat take an egg.
The hen ran to her nest, and
the rat ran with the egg. Do
you think rats are nice? No,
I do not like them. Can I
catch the rat in the trap?

3.

The ten little chicks with
the hen are not very wild.
They will eat in the box with
the dog. I can hold Frank's
horse. Frank will let me ride
him. I can feed him, too.

REVIEW FOR SPELLING.

1.

gāvə	ōats	chīeks	flȳ
tākə	nōt	rīdə	āş
grāy	mōrə	wild	īf
mānə	feed	nīçə	tēn
eatch	tōo	thīnk	ēat
hōrsə	nēst	vēr'ŷ	lēt
man'ŷ	(mēn'ŷ)	sīs'ter	

2.

thēşə	thēir	whēn	our
thōşə	whō	mȳ	wē
thāt	whōşə	mē	gō
they	whêrə	hīm	yōur
thēm		Will	

6.

REVIEW OF SOUNDS.

Select and Mark these Sounds—ā, ē, ī, ō, ū.

throw	tail	no	more
play	we	gave	wild
oats	make	old	go
white	hold	like	she
eat	nice	these	name

SLATE WORK.

Tom, can you ride?

Tom, can you ride?

Can these chicks fly?

Can these chicks fly?

How fast they run!

How fast they run!

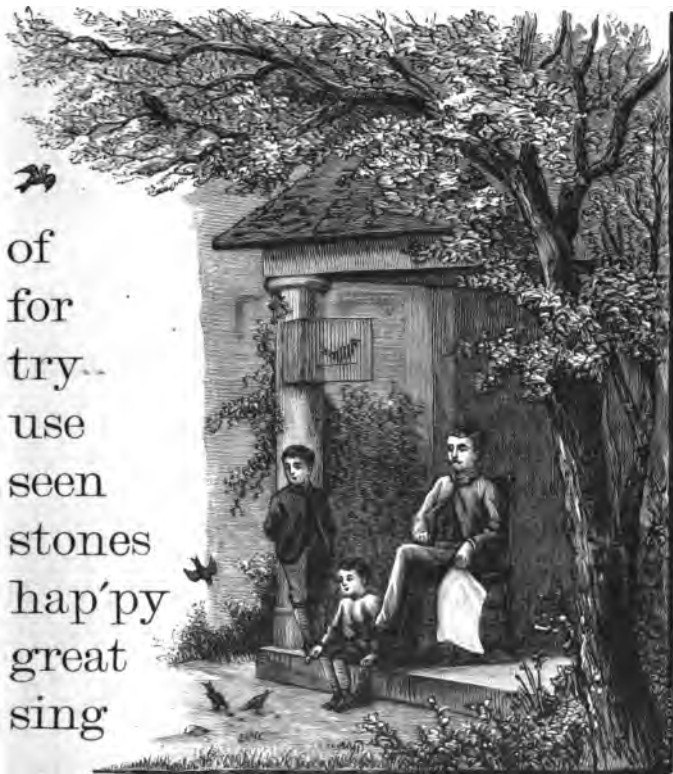
May will buy one egg.

May will buy one egg.

Frank's horse can run.

Frank's horse can run.

NEW WORDS.



of
for
try..
use
seen
stones
hap'py
great
sing

See the little birds!

How happy they are! Do
you feed them?

Yes, and when I feed them,
they sing for me.

How many birds do you see?

I can see three, four, five of them.

Boys, have you seen birds eat flies?

Whose bird is that?

It is Frank's little black bird. May gave this bird to him.

Boys, do not throw stones at the birds. Do not try to kill them. Do not take their eggs. Some bad boys try to get their eggs, and to catch the little birds.

Birds are of very great use to man. How?

Some little birds are singing.

IDIOMS.

Is there? There is.
Are there? There are.

Why is? Why does?
Why are? Why do?

What is? Which is?
What are? Which are?

Is there a bird on the tree?
There are many birds on it.
Why do the birds sing?
What is a trap?
Which of the boys is Ned?

SLATE WORK.

I saw a large rat.

Frank has a nice horse.

NEW WORDS.



at
bat
but
bugs
night
wings

saw

barn

ears

Will, can the bat fly?

The bat can fly, but it is not a bird.

Does the bat fly at night?

Yes, the bat flies at night.

The bat eats bugs and flies.

The bat has big ears and large wings.

Will, my sister saw a large bat in our old barn.

The bat's head is like the head of a little rat.

I do not like bats.

I do not like bats.

LESSON XLVI.

NEW WORDS.

long
work
small
claws
owl
eyes



strange

oft'en

The owl is a very strange bird.

It is one of the birds that are not often seen. It is a night bird.

Owls have long, sharp claws; with these they can do very bad work.

They use their sharp claws to catch rats, chicks, and small birds.

Some of them make their nests in the high trees.

Their eggs are small, round, and white. Their eyes are very large. They often catch and kill birds.

Owls can see at night.

A LANGUAGE LESSON.

will	Why will he go?
Will	Why does Will not go?
may	I may give you an owl.
May	Has May come?

NEW WORDS.

ask made read from
grass soup Nell dish
sto'ry Chi'na



Ned, do you like soup?
Yes, I think I do.

Why do you ask me that,
Nell?

Is this not a strange story?

In China, the boys and girls
eat soup made of birds' nests.

Some little birds make their nests of grass. This grass is good for soup. I read it in this book.

The boys of China do not eat as we do. Many of them eat from one dish.

Whose book have you, Nell? It is Frank's.

May I get the book and read it?

A LANGUAGE LESSON.

there	The boys were there.
their	Their books are good.
to	He went to the nest.
two	May has two eggs.
too.	Frank has eggs, too.
for.	They sing for me.
four	He has four books.

REVIEW LESSON.

Give me wings! Give me wings! And let me fly!

Why can I not fly like the birds? They have no work to do. They are very happy. How many birds in the trees? O, a great, great many!

The owl! The owl!

See the owl, boys. Where is he, May? There he is on that tree.

Do you not see his large eyes? He sees you.

Boys, let us catch him and give him to May.

Soup! Soup of birds' nests! What strange soup this is! But the boys and girls of China like it. May, of what do we make our soups?

Boys, I will make some for you, and then you can see what is in it.

You are a good girl, May.

SLATE WORK.

How happy they are!

Whose bird is that?

The bat has long ears.

What is a barn for?

Tom has two large owls.

REVIEW FOR SPELLING.

ăt	bŭġs	ŏf	whăt
băt	lŏng	(ŏv)	dŏes
ăsk	seen	bărn	(dŭz)
săw	sŏmē	thêrē	smăll
bŭt	ŭsē	whŷ	stŏnēs
trŷ	sŏp	nĭght	elăws
owl	rēad	wĭngs	strāngē
sĭng	work	whĭch	ŏft'en
ēars	ēyēs	grăss	stŏ'rŷ
frŏm	(ĭz)	mădē	hăp'py
fŏr	dĭsh	grēat	Chĭ'nă

7.

GROUPS OF WORDS FOR COMPARING SOUNDS.

ŷ	th, th, wh	ch, sh
my	this	chick
fly	they	catch
by	thing	Chi'na
buy	when	sharp
why	which	dish

NEW WORDS.

tell time be
talk live
day green
tricks
par'rot



Nell, have you seen my
parrot?

No, where is it, Tom?

Here it is. O how green it
is! Can it talk?

Yes, it can talk, and it can tell the time of day. My parrot can do a great many tricks.

Ned has a white parrot. There are not as many white parrots as green ones.

Some parrots are red, black, green, and white.

Parrots are very happy birds.

Parrots and owls live to be very old. _____

8.

GROUPS OF WORDS FOR COMPARING SOUNDS.

e, c	g, g	s, s like z
cat	go	see
cow	get	saw
cane	pig	as
black	large	has
nice	strange	his

NEW WORDS.

well sew leaves thread

bill
a bout'
nee'dle
tai'lor



Will, here is a very strange bird. I will tell you about it.

Well, May, what is its name?

It is the tailor bird.

Can it sew? Yes.

It takes its bill for a needle.

Its nest is made of leaves.

How large its nest is!

Yes, May, its nest is very long.

Does the bird have thread?

WORD BUILDING.

at	all	ill
b-at	b-all	b-ill
c-at	c-all	k-ill
h-at	t-all	w-ill
r-at	sm-all	W-ill
ell	en	an
b-ell	h-en	c-an
N-ell	t-en	f-an
t-ell	th-en	m-an
w-ell	wh-en	th-an

GEMS IN VERSE.*

NEW WORDS.

ways best wis'est gen'tle
kind just ev'ery peo'ple

Do all the good you can,
In all the ways you can,
To all the people you can,
Just as long as you can.

Do your best, your very best, •
And do it every day.
Little boys and little girls,
That is the wisest way.

Be kind and be gentle,
To those who are old.

Be good and be kind.

* These selections are intended to be memorized. Children should be taught choice thoughts from our best authors, even before they can read them.

GEMS IN VERSE.

NEW WORDS.

gay things halves each
so might rule right done

1.

Work while you work,
Play while you play;
This is the way
To be happy and gay.

2.

All that you do,
Do with your might;
Things done by halves
Are not done right.

3.

One thing each time,
And that done well,
Is a very good rule,
As many can tell:

4.

So work while you work,
And play while you play.

NEW WORDS.



wa'ter swim in'to
a way' pret'ty

See, Ned, there are some
little chicks in the grass.

May, those are not chicks;
they are little ducks.

O the dear little ducks!

How very, very pretty they
are! See, there is the old
duck in the water.

Ned, will she take them
away from us?

Yes; she will teach them
to swim.

See them run to her! They
will go into the water. Now,
there are two, three, four of
them in the water.

They can swim very fast
for little ducks.

WORD BUILDING.

ear	m-ight	b-est
d-ear	n-ight	n-est
n-ear	r-ight	w-est

NEW WORDS.



crow
tried
was
put
then
could
drink
raised
pitch'er

What a
big crow
this is!

Crows
are very
black.

This crow tried to get a

drink from the pitcher. But the pitcher was too high. He could not get to the water.

He then put little stones, with his bill, into the pitcher. The stones raised the water.

How happy he was to see the water high in the pitcher, and to get a drink!

Do crows think?

Some crows can talk like parrots. One can teach them many tricks.

LESSON LVI.

REVIEW LESSON.

A tailor bird! A bird that sews! How strange to see a bird that sews its nest!

May, I could not sew with a needle, as well as this bird sews with its bill.

I think I will get a tailor bird.

Then, May, you will not have to sew so much for me.

How many kinds of birds have you seen?

Three; birds that sew, birds that sing, and birds that talk.

A crow! A crow! A big black crow! Is the crow not a very pretty bird?

He is very pretty, and he has very sharp eyes.

A crow tried his best to get a drink from a pitcher. But he could not get any water.

Then he put little stones into the pitcher.

As the crow tried, tried, and tried to get a drink, so let us work, work, and work.

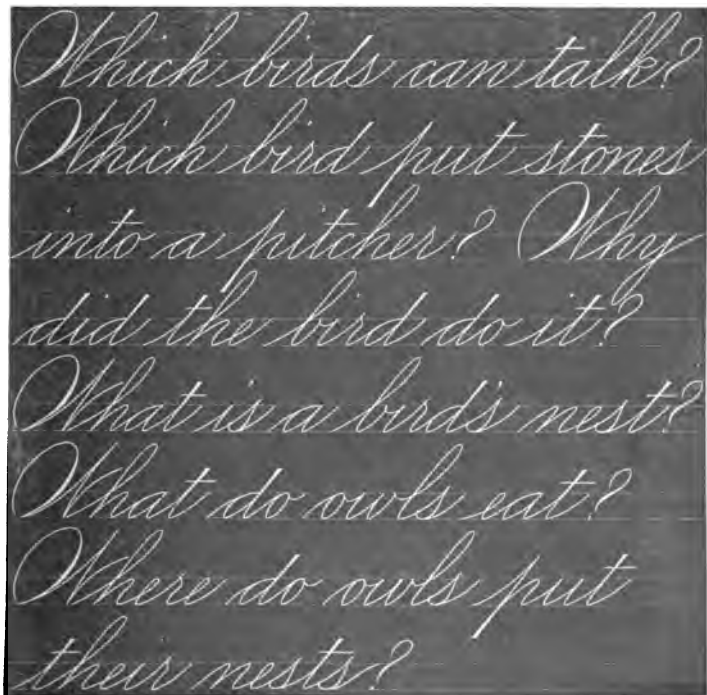
Is the parrot a large bird?

Yes, he is one of the large birds; he has big feet, and a long, sharp bill.

Does the crow think that which he talks?

No, Will, he can not think as you can, and do.

SLATE WORK.



Which birds can talk?
Which bird put stones
into a pitcher? Why
did the bird do it?
What is a bird's nest?
What do owls eat?
Where do owls put
their nests?

REVIEW FOR SPELLING.

sō	erōw	rule	could
bē	put	kind	drink
dāy	then	tricks	ducks
sew	tried	in'to	halves
bill	now	a way'	right
well	dear	wa'ter	might
tell	teach	a bout'	green
all	swim	wis'est	things
best	each	gen'tle	raised
gray	done	peo'ple	thread
was	talk	pitch'er	leaves
(wōz)	time	pret'ty	nee'dle
just	live	par'rot	tailor
ways			ever y

9.

GROUPS OF WORDS FOR COMPARING SOUNDS.

oo or o	oo or o	ee or ē
book	too	see
good	boots	feed
took	to	eat
could	soup	read

NEW WORDS:

cam'el

humps

oth'er

food

necks

look

say

legs

old'er

with out'



Boys, look at these camels.
They are not very pretty.

One has two humps^{4.}
other has one.^{s; t}

How long their legs are!

Their necks are very long,
too. They have small ears.
The camel can go for a long
time without water.

If camels are not well fed,
their humps grow very small;
so, we may say that camels
live on their humps, when
they can get no other food.

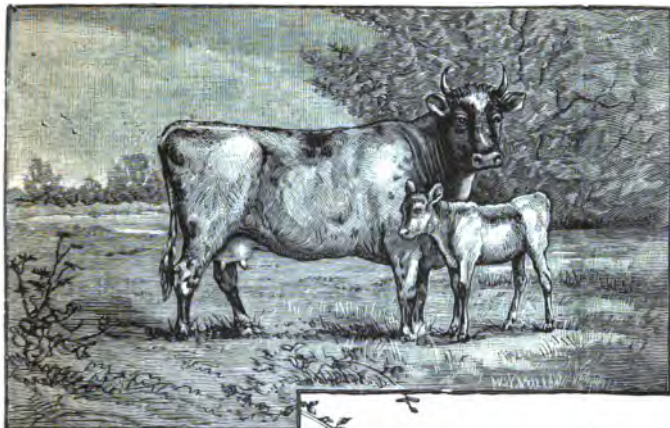
What man is with the
camels?

This man feeds them.

Now, boys, we will go, for
we have seen the camels.

I will tell you some strange
stories about camels, dogs,
cats, and birds, when you are
a little older.

NEW WORDS.



cow milk

beef horns

flesh cheese

skin but'ter

hair calf

Frank, can you tell me of what use the cow is?

Yes; I think I can.

The flesh of the cow is our beef. We eat the flesh of the calf, too.

May, is it not very, very bad to kill a little calf?

Yes, Frank, I think it is.

Cheese and butter are made from the cow's milk. Butter-milk is a very nice drink, too.

We drink the cow's milk. Men use her horns and hair.

Frank, what do men make boots and shoes of?

Our boots and shoes are made from the skin of the cow.

Well, Frank, I see that you can tell me many things about the cow.

What does she eat?

She eats grass.

When does she eat it?

She eats it at all times in the day.

NEW WORDS.



sheep wool

cloth

most

gloves

give

parts

bind

next



Here are some sheep, a man,
and a dog.

Frank, what can you tell me about sheep?

“Next to the cow, the sheep is of the most use to man.

Sheep give us food, for we eat their flesh.

Sheep give us cloth, for cloth is made of wool.

We use their skins to make gloves, and to bind books.

Most parts of the sheep are of some use to man.”

Have you a little sheep?

Yes, I have a nice white one.

Will he eat from your hand?

O yes, he will go with me round and round, and he will eat what I give him.

Will has a black sheep.

NEW WORDS.



rab'bits

tame

quite

pat

pets

out

hurt

by

Rabbits! Rab-
bits! What pret-
ty rabbits! May,
can I get one?

No, Will, you may have
this one.

Do they make nice pets?

O yes, they grow very tame!
They will let you take them
up and pat them.

They will eat out of your

hand. The best way to take rabbits up is by their long ears; in this way, you will not hurt them.



LESSON LXII.

NEW WORDS.

dig pink on'ly last
holes brown col'ors ground

Will, tame rabbits are of many colors; but all wild rabbits are brown.

May, tell me where wild rabbits live?

They live in holes in the ground, or in old trees. They dig these holes in the ground with their paws.

May, has this little rabbit pink eyes?

No, Will, only white rabbits have pink eyes.

How many wild rabbits have you in the box, May?

I have only three.

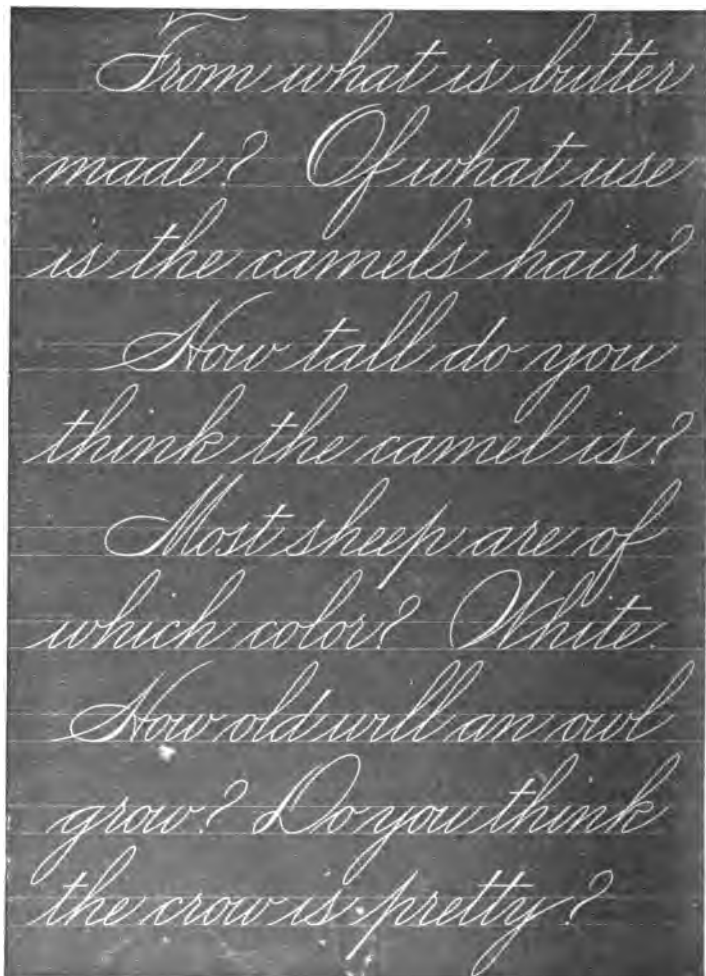
Frank's dog, last night, ran a brown rabbit into a tree.

LESSON LXIII.

REVIEW FOR SPELLING.

fōod	out	păt	brown
lōok	pěts	hōlēş	ground
lēgş	hûrt	beef	ōn'ly
nēeks	pīnk	elōth	eol'ors
sāy	lāst	pārts	būt'ter
hūmps	mōst	glōveş	ōld'er
sheep	bīnd	cheeşe	ōth'er
wōol	gīve	hōrnş	eām'el
mīlk	nēxt	hâir	răb'bits
tāmē	eow	flēsh	with out'
quītē	eălf	skīn	dīg by

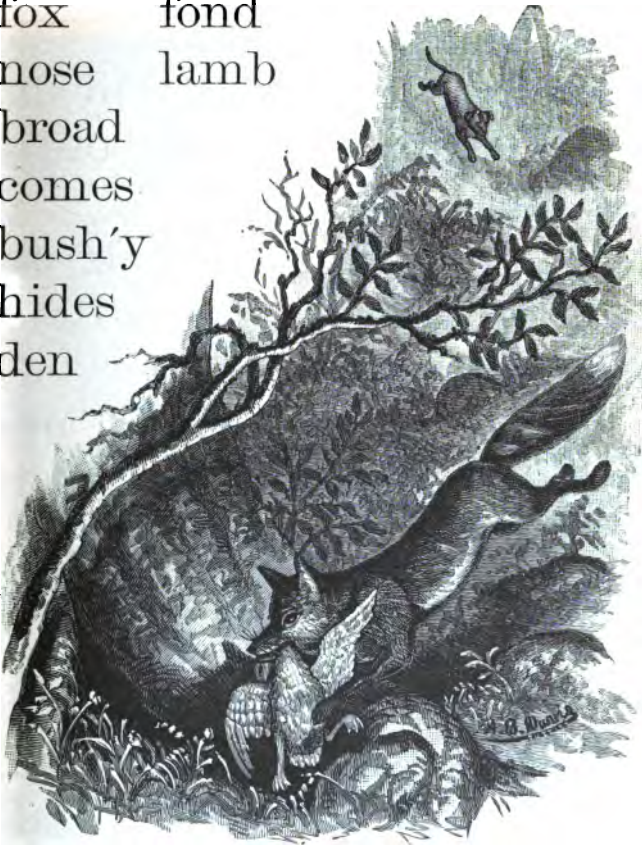
SLATE WORK.



Try, try, try,
Work, work, work.

NEW WORDS.

fox fond
nose lamb
broad
comes
bush'y
hides
den



Frank, the fox is like the dog.

He has a broad head, a sharp nose, sharp ears, and a long bushy tail.

The fox lives in a den, or hole, in the ground.

He hides in this den by day.

At night, he comes out of his den.

He is fond of a duck, or a hen, or a lamb. He will eat rats and eggs, too.

When he gets hold of a duck, or a hen, he runs with her to his den.

Some men keep dogs to catch and kill the fox.

This fox has a large duck.

Will the dog catch him?

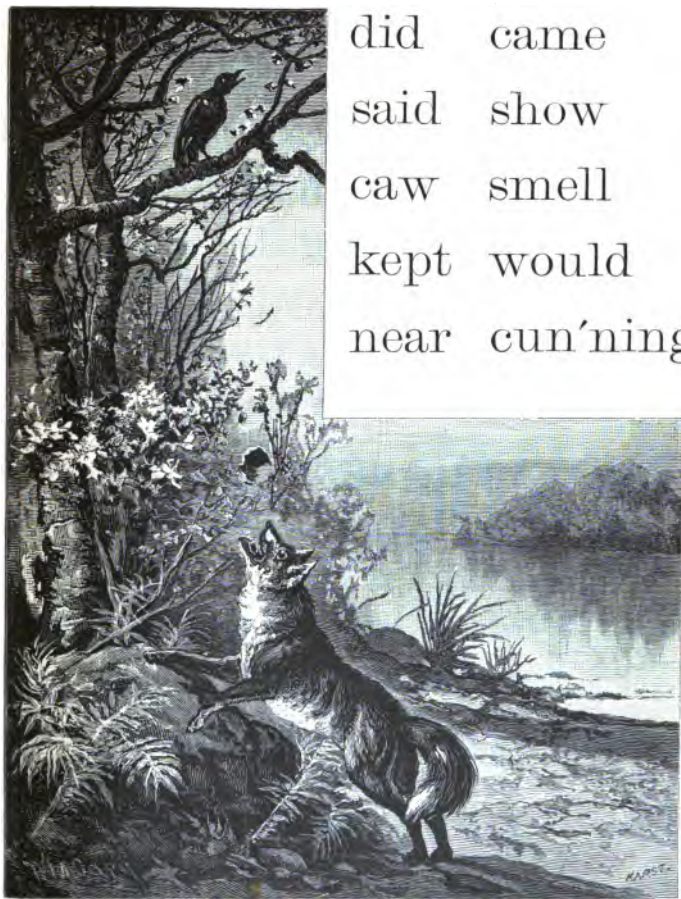
I think not.

WORD BUILDING.

f-ound	c-ould	b-ad
r-ound	w-ould	h-ad
gr-ound	sh-ould	gl-ad

NEW WORDS.

did	came
said	show
caw	smell
kept	would
near	cun'ning



One day a crow, in the top of a high tree, had some beef to eat.

She was a very black crow, and she could not sing; she could say only, "Caw! caw!"

A cunning fox came near the tree. He could smell the beef; and then, he saw the crow.

"I would like to have that nice beef to eat!" said the fox.

We will show you if the crow kept the beef.



LESSON LXVII.

NEW WORDS.

soon	cheat	walk	knew
lost	found	fall	playing
sweet		voice	

Soon the cunning fox found out a trick to cheat the crow out of her beef.

“O, pretty crow,” he said,
 “I think your voice is very
 sweet. Will you not sing for
 me?”

He knew—the cunning fox!
 —that if the crow tried to
 sing, she would let the beef
 fall to the ground.

But this crow was not of
 the wisest. She did not see
 the trick that the fox was
 playing.

She tried to show how well
 she could sing, and she lost the
 beef. She saw the cunning
 fox walk away with the food.

10.

REVIEW OF SOUNDS.

Select and Mark these Sounds—ä, a, œ, œ, ó, o, q, z, y.

paw	halves	wool	done
soon	buy	would	whose

NEW WORDS.

grapes

hung

jump



fine sour

ripe wish

still vine

Boys, look at
this fox.

Then I will
tell you about
him.

One day he
saw some ripe
grapes that hung
on a tree.

With all
his cunning,
he could not
get to them.

He would
run and jump, run and jump,

again and again, but still he could not get the grapes.

The fine ripe grapes hung there on the vine, but the tree was too high for him.

When he found he could not get them, he said, "I do not wish the grapes, for they are sour."

Were the grapes sour?

Did the fox think they were?

Boys, have you tried to get sour grapes?

THE GOLDEN RULE.

To do to others as I would

That they should do to me,
Will make me honest, kind,
and good,

As every child should be.

REVIEW FOR SPELLING.

fōx	shōw	smēll	chēat
dīd	fīnə	walk	hūng
dēn	rīpə	nōʃə	brōad
nēar	sōon	fōnd	jūmp
said (sēd)	lōst	lāmʔ	grāpəs
caw	knew (nū)	hīdəs	wōld
still	sweet	eōməs	found
plāy'ing	eūn'nīng	kēpt	voicə
wīsh	fālʃ	vīnə	bush'y

SLATE WORK.

Of what use is the fox?
 Why did the fox think
 that the grapes were
 sour? Does the fox
 look like the dog?
 When does he hide?

NEW WORDS.

Char'lie wag'on whip till
po'nies din'ner reins clean



Here is Charlie with his ponies.

How clean and white they are!

They will not run away with him. They know when he has the reins. He holds the reins in his hands like a man.

He likes to drive them.

Charlie is very kind to them. He will not whip them. He feeds them with oats.

He will not eat his dinner till the ponies are fed.

A LANGUAGE LESSON.

pony	half
ponies	halves
study	leaf
studies	leaves

LESSON LXXI.

NEW WORDS.

loves	proud	no'ses
rub	much	drive
face	years	pa pa'

Charlie pats them, and they rub their noses on his face.

Charlie loves the ponies very much. The ponies love Charlie and will not hurt him.

How old is little Charlie?

He is seven years old.

How old are the ponies?

They are four years old.

Who gave the ponies to Charlie?

His papa gave them to him.

Charlie is very proud of them.

Charlie has two sisters. He is kind to them, too. He takes them with him.

He lets them ride on his ponies, and drive in his wagon.

Will Charlie's ponies grow as large as Tom's horse?

NEW WORDS.

Maud grand'ma Lil'lie
pull strong



Now we can see Charlie, his sister Maud, and his ponies.

Charlie and Maud will take a ride in the wagon.

Do you think the ponies can pull the wagon?

O yes, they are very strong!

Their wagon is small. Only two can ride in it.

Where will they drive?

They may go to see their sister Lillie; she is with her grandma.

How soon will they go?

Just as soon as Charlie gets into the wagon, he will pull the reins, and away the ponies will go.

Charlie and the girls make pets of these ponies. They could not love them more than they do.

Charlie does not drive fast.

A LANGUAGE LESSON.

Charlie's ponies.

Tom's horse.

Sisters' faces.

Papa's wagon.

Pony's nose.

Ponies' noses.

NEW WORDS.

load	wet	dry
forks	wheat	
men	drawn	
mold	spoils	
flour		



This wagon is drawn by four horses. The horses are very large and strong.

On the wagon is a big load of wheat.

How many men do you

see? I see two men and three boys.

The boys ride two of the horses, and the men drive the other two.

The men have forks in their hands. With these forks, the men put oats and wheat into the wagon.

The men will take the wheat into the barn. They put it into the barn to keep it dry.

If the wheat gets wet, a green mold grows on it.

This mold spoils the wheat.

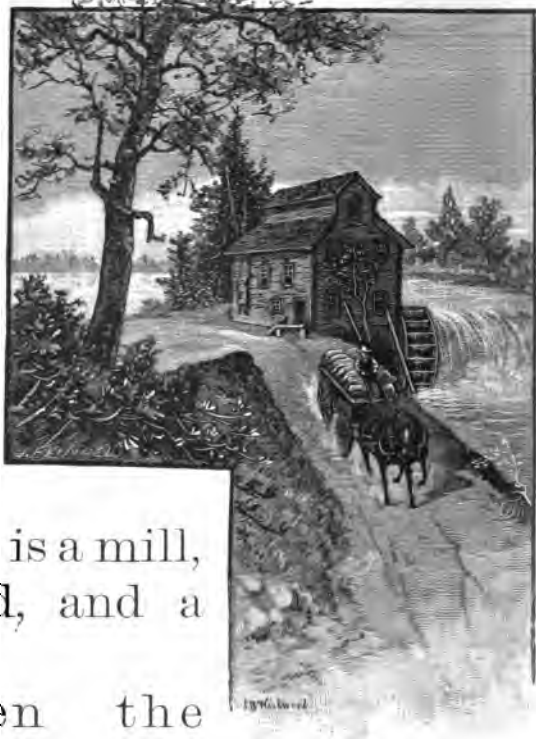
No one will buy much bad wheat. It will not make good flour.

At night, the horses, the cows, and the hens are in the barn.

NEW WORDS.

grains
straw
mill
bran
pond
river
bread
cakes
pies

thresh



Here is a mill,
a pond, and a
river.

When the
men thresh,
they take the grains of wheat
from the straw. The straw is
kept in the barn.

They take the wheat to the

mill. Here it is ground into flour and bran.

The flour is white and the bran is brown. This flour is made into bread, cakes, and pies.



Most boys and girls eat bread made of flour.

Do you like cakes and pies?

There are some boys and girls who have not seen bread like that which we eat.

I will tell you soon what they do eat.

NEW WORDS.

cut larg'er rye corn
eat'en long'er buck'wheat .

Rye, oats, and buckwheat
are cut, drawn in
wagons, and put into
barns in the same
way as wheat.



Wheat.



Rye.

Men also thresh
these, and take the
grains to the mill to
be ground into flour.



Corn.

How many of
you have eaten
rye bread? Do
you like it?

Do we make
cakes or bread
of buckwheat?



Oats.

How do we eat oats?

Are horses fed on rye, oats, or wheat?

Most horses are fed on oats; some, on rye.

How does corn grow?

Do men thresh corn? If not, what do they do to it?

Which is the larger, a grain of corn, or a grain of wheat?

A grain of corn is the larger.

Which is the longer, a grain of rye, or an oat?

An oat.

Which one of these grains costs the more?

I think wheat costs more than rye; and rye costs more than any one of the other grains.

Now, boys and girls, try and get a grain of each.

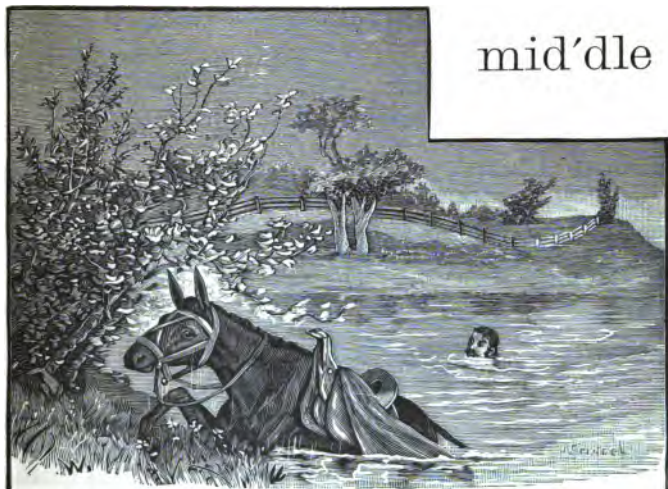
SLATE WORK.

Boys, would you like ponies? The ponies have a very nice time.

The girls give them cakes to eat. They have no work to do. They love to run and jump and to pull the little wagon. The ponies could not pull the load of wheat.

NEW WORDS.

town	mule	once	had
salt	melt	went	took



A man once took his mule, and went to town to buy salt.

On his way home, in the middle of the river, the mule fell.

The water made the salt melt, so that it all ran away.

Soon the mule had no load and was very happy.

The next day, the man went

to town for some more salt. He put the salt upon the mule once more.

LESSON LXXVIII.

NEW WORDS.

place	bought	sponge	got
rid	through	played	cost

As they went through the river, the mule took good care to fall at the same place.

Soon the mule was rid of his load again. But the man now saw the mule's trick.

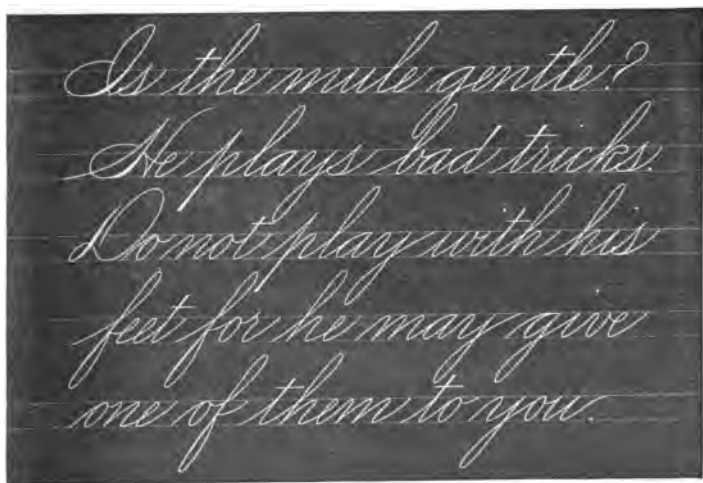
The next day he went to town again. This time he bought a large load of sponge, and put it on his mule.

When they came to the river, the mule played his old trick.

But this time, the sponge got wet through and through.

The mule now found to his cost, that his load was ten times more than at first.

SLATE WORK.



Is the mule gentle?
He plays bad tricks.
Do not play with his
feet for he may give
one of them to you.

A KEY TO THE PRONUNCIATION.

I. VOWELS.

ā as in āte.	ī as in īce.	ū as in ūse.
ă “ făt.	ĭ “ ĭt.	ŭ “ rŭn.
ä “ ärm.	î “ polĭce.	u “ true.
a “ all.	ĩ “ gĭrl.	u “ pull.
â “ âir.	—	û “ hârt.
à “ àsk.	ō as in ōld.	—
ạ “ whạt.	ö “ nôt.	ȳ as in fly.
—	o “ move.	ÿ “ kĭt’ȳ.
ē as in mēte.	o “ wof.	—
ě “ mět.	ó “ sòn.	oi as in oil.
ê “ thêre.	ô “ hôrse.	oy “ toy.
e “ they.	ōō “ fōod.	ou “ out.
ě “ hěr.	ōō “ fōot.	ow “ owl.

II. CONSONANTS.

ç like s, as in miçe.	ș like z, as in ĭș.
e “ k, “ eall.	th vocal, “ thine.
ġ hard “ ġet.	th “ think.
ġ like j, “ eage.	ŋ like ng “ think.

III. EQUIVALENTS.

ā = e	ạ = ố	ī = ȳ	o = ōō = u
â = ê	ě = ĭ	ĭ = ȳ	o = ōō = u
ạ = ô	ě = ĭ = y	ó = ŭ	e = k, ș = z

APPENDIX.

ROMAN NOTATION.

I	V	X	L	C	D	M
1	5	10	50	100	500	1000

Other numbers are written by joining above letters in different ways; thus, IV, four. XIV, fourteen. LX, sixty, etc.

Repeating a letter repeats its value; thus,

I means 1. II means 2. III means 3.

X (ten). XX, 2 tens, or 20. XXX, 3 tens, or 30.

Letters placed *on the right* of others of *greater* value, are *added* to that value; as,

I placed on the *right* of V (VI) means 5 and 1, or 6.

V placed on the *right* of X (XV) means 10 and 5, or 15.

VI placed on the *right* of X (XVI) means 10 and 6, or 16.

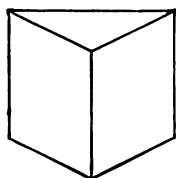
Letters placed *on the left* of others of greater value, are taken from that value; as,

I placed on the *left* of V (IV) means 1 from 5, or 4.

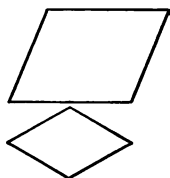
I placed on the *left* of X (IX) means 1 from 10, or 9.

X placed on the *left* of L (XL) means 10 from 50, or 40, etc.

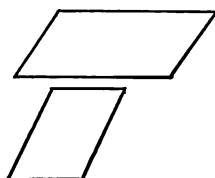
I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
1	2	3	4	5	6	7	8	9	10	11	12
XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX	XXI	XXII		
13	14	15	16	17	18	19	20	21	22		
XXIII	XXIV	XXV	XXVI	XXVII	XXVIII	XXIX	XXX				
23	24	25	26	27	28	29	30				
XXXI	XXXII	XXXIII	XXXIV	XXXV	XXXVI	XXXVII					
31	32	33	34	35	36	37					
XXXVIII	XXXIX	XL	XLI	XLII	XLIII	XLIV	XLV				
38	39	40	41	42	43	44	45				
XLVI	XLVII	XLVIII	XLIX	L							
46	47	48	49	50, etc.							



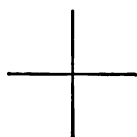
Triangular Prism.



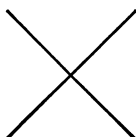
Rhomb.



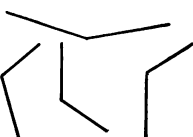
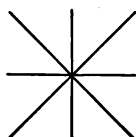
Rhomboids.



Right Angles.



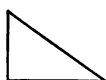
Acute Angles
less than right.



Obtuse Angles
more than right.



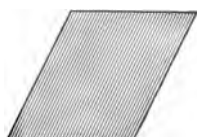
Right Angle Triangles.



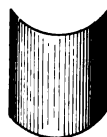
Acute Angle
Triangles.



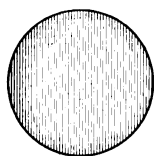
Obtuse Angle
Triangles.



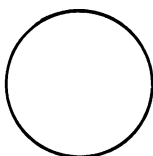
Plane Surfaces.



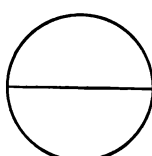
Curved Surfaces.



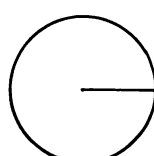
Circle.



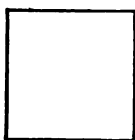
Circumference.



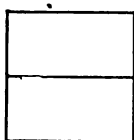
Diameter.



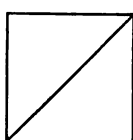
Radius.



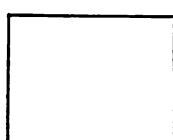
Square.



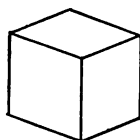
Diameter.



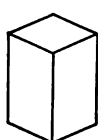
Diagonal.



Oblong.



Cube.



Square Prism.



Parallel Lines.

DIVISIONS OF TIME.	NAMES OF THE MONTHS.	DAYS OF THE WEEK.
Second.	January . Jan.	Sunday . . Sun.
Minute.	February . Feb.	Monday . . Mon.
Hour.	March . . Mar.	Tuesday . . Tues.
Day.	April . . . Apr.	Wednesday. Wed.
Week.	May . . . May.	Thursday . Thurs.
Fortnight.	June . . . June.	Friday . . Fri.
Month.	July . . . Jul.	Saturday . Sat.
Year.	August . . Aug.	NAMES OF SEASONS.
Century.	September. Sept.	
	October . . Oct.	
	November. Nov.	
	December . Dec.	Spring.
		Summer.
		Autumn.
		Winter.

Thirty days has September,
 April, June, and November;
 All the rest have thirty-one,
 Excepting February alone,
 Which has but twenty-eight, you'll find.
 But, fasten well this fact in mind,
 That leap year, coming once in four,
 Adds to this number one day more.



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